

**Review of Student File**

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Monitor \_\_\_\_\_  
 School \_\_\_\_\_ Census # \_\_\_\_\_ Age \_\_\_\_\_ Census Category \_\_\_\_\_

Use the comment section to explain exceptions.

Primary home language indicated by parent \_\_\_\_\_ Language in which the child is proficient: \_\_\_\_\_  
 II.B.8 \_\_\_\_\_ Student was assessed in all areas related to the suspected disability (including behavior, assistive  
 V.B.1.d \_\_\_\_\_ Access sheet in student file

**Evaluation/Reevaluation**

II.B.1 \_\_\_\_\_ Evaluation/reevaluation was conducted  
 II.B.2 \_\_\_\_\_ Eligibility determination was completed  
 Date: \_\_\_\_\_  
 II.B.3 \_\_\_\_\_ For reevaluation, continuing eligibility determination was within 3 years of previous eligibility determination  
 Date: \_\_\_\_\_  
 II.B.4 \_\_\_\_\_ MET/IEP team included required participants (if "no" indicate missing members):  
 \_\_\_\_\_

technology, current vision and hearing status) and, for preschool, a CDA  
 II.B.9.a \_\_\_\_\_ Present levels of educational performance  
 II.B.9.b \_\_\_\_\_ Educational needs to access the general curriculum  
 II.B.9.c \_\_\_\_\_ For reevaluations, if any additions or modifications to the special education services are needed for the child to meet annual goals and participate in the general curriculum  
 II.B.9.d \_\_\_\_\_ The impact of any educational disadvantage including lack of instruction in reading or math  
 II.B.9.e \_\_\_\_\_ The impact of limited English proficiency on progress in general curriculum

**The following information is documented in an evaluation report:**

**MET/IEP team reviewed existing evaluation data including:**

II.B.5.a \_\_\_\_\_ Evaluations/information provided by the parents including developmental, medical and functional information  
 II.B.5.b \_\_\_\_\_ Current classroom-based assessments and performance in the general curriculum  
 II.B.5.c \_\_\_\_\_ Teachers and related service providers observation(s)  
 II.B.5.d \_\_\_\_\_ Formal assessments such as state or district-wide assessments  
 II.B.6.a \_\_\_\_\_ Team determined that existing data were sufficient **or** determined that additional data were needed  
 II.B.6.b \_\_\_\_\_ Parents were informed of reasons and of right to request additional data

**Eligibility Documentation**

II.B.10.a \_\_\_\_\_ Team determined if the child has a specific category of disability  
 II.B.10.b \_\_\_\_\_ Team determined if the child needs special education and related services  
 II.B.11 \_\_\_\_\_ MET classification matches census

**Individualized Education Program**

III.B.1 \_\_\_\_\_ Current IEP (date \_\_\_\_\_)  
 III.B.2 \_\_\_\_\_ IEP reviewed/revised annually (previous date \_\_\_\_\_)  
 III.B.3 \_\_\_\_\_ IEP team included required participants. (if "no" indicate missing members): \_\_\_\_\_

**If additional data were needed, the LEA:**

II.B.7.a \_\_\_\_\_ Obtained parental consent or, for reevaluation only, documented efforts to obtain consent  
 II.B.7.b \_\_\_\_\_ Gathered identified additional data  
 II.B.7.c \_\_\_\_\_ For a child who is LEP, used an evaluator fluent in the child's language, an interpreter, or tests that did not stress language

**Using all data, the MET/IEP team determined:**

**IEP includes the following components:**

III.B.4.a \_\_\_\_\_ PLEP (including involvement and progress in the general curriculum; for preschool, appropriate activities; for high school, desired post-school activities)  
 III.B.4.b \_\_\_\_\_ Measurable annual goals  
 III.B.4.c \_\_\_\_\_ How the child's progress toward annual goals will be measured  
 III.B.4.d \_\_\_\_\_ 75% of goals aligned with AZ Standards # standards based \_\_\_\_\_ # of goals \_\_\_\_\_  
 III.B.4.e \_\_\_\_\_ Aligned goals identify AZ standards level (e.g., Readiness, High Essentials)

	I – In Compliance    O – Out of Compliance    U – Unreported		<b>F-1</b>
III.B.4.f _____	Short term instructional objectives or benchmarks including related services		
III.B.4.g _____	Special education services to be provided	III.B.5 _____	By age 14 and updated annually, courses of study that focus on transition needs and school completion planning
III.B.4.h _____	Consideration of related services	III.B.6.a _____	By age 16, A transition plan exists
III.B.4.i _____	Consideration of supplementary aids, services, program adaptations	<b>The transition plan includes:</b>	
III.B.4.j _____	Consideration of supports for school personnel	III.B.6.b _____	A coordinated set of school-to-adult life activities
III.B.4.k _____	Consideration of extended school year	III.B.6.c _____	The student's needs, preferences and interests
III.B.4.l _____	Consideration of strategies/supports to address behavior that impedes child's learning or that of others	III.B.6.d _____	Annual goals objectives or benchmarks, and/or a plan for provision of services
III.B.4.m _____	Documentation of participation in AIMS, SAT 9 and LEA-wide tests	III.B.6.e _____	By age 17, a statement of the rights to transfer at age 18
III.B.4.n _____	Documentation for AIMS includes content areas and Standards levels	<b>Other</b>	
III.B.4.o _____	Documentation for SAT 9 includes content areas and grade levels	III.B.11.a _____	Current progress report includes progress toward goals
III.B.4.p _____	Consideration of individual adaptations in testing for content areas	III.B.11.b _____	Progress report indicates if progress is sufficient to meet goals
III.B.4.q _____	If student will not participate in any state or LEA-wide assessments, a statement of why not and how the child will be assessed	V.B.2.e _____	Required notices (PWN, PSN, Meeting) provided in the native language of the parent and is understandable to the public
III.B.4.r _____	By 9 <sup>th</sup> grade, AIMS Standard level and performance level by content area necessary for graduation is indicated		

---

Comments to explain exceptions: